Here are the solution ideas thanks to the feedback provided by the School Counselor Group on April 21st, 2015.

General Ideas:

1. Ask principals who understand and support ASCA/RAMP processes to share at an early principals’ meeting (Annual Agreement, what to expect, how to set goals, 80/20)
2. Host an event for counselors to bring RAMP materials for Review- possible support from NCASCA
3. Keep things to a conversation
4. Set up a mentor process for next year’s new or moved folks

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| Knowing the specific type of data that ASCA is looking for(We have lots of data and are getting better at collecting it, but what is the “right” data for this process) | Google Doc input from the RAMP group that met this yearThree types of data- understanding each of these (look within the school)1. Outcome
2. Perception
3. Process

Specific Data #sImprove, impact the % increase or decrease |

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| Being on the WAVE Schedule or part of the specialist rotation | * Support from administration and Central Office
* Administrator needs to understand the RAMP Process and the role of the school counselor
* RAMP Process cannot be completed when teaching classes all day
* Can teach some classes, but need to have conversation with administration to balance classes with groups, individual time
* Allow counselors to propose a schedule that ccommodates all of their responsibilities
* Teachers come up with creative ways to fill a time they don’t have specials
* Difficult to be evaluated using new evaluation tool when so much time is spent in the WAVE schedule
* Helping administrators understand the trade-off (what is not done) when the counselor is teaching groups all day
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| Other duties and responsibilities beyond the 20%(Responsive Services; II Team; PEPs; registering students; cumulative folders; scheduling conferences; putting schedules into PowerSchool; enrollments; withdrawls; transcript requests) | Advocating with AdministrationNeed for guidance secretary (especially middle and high school)* Enrollments, withdrawals, transcripts, cumulative folders

Advocacy from Central OfficePrioritize dutiesShared vision with Administration |

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| Being the Back Up Testing Coordinator | * Educate administration on appropriate duties/roles
* Advocacy from Central Office
* Legislation and guidelines (80/20) and not being back-up
* Some elementary counselors shared that they do not mind being back up since testing only occurs with EOGs. However, for middle school now with CTE testing, it takes much more of their time.
* In some cases, they are the back up on paper, but they are the lead in reality
* <http://www.ncschoolcounselor.org/Resources/Documents/New%20Law%20School%20Counselor%20Memo%20to%20Superintendents%20Oct%202013.pdf>
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| Time in the Day (too many students to serve)Time in the Day (having more ideas than there is time to do them)Time in the Day (finding time for groups) | For Time in the Day1. Rotate days for groups (K-2)
2. Incorporate guidance curriculum with teachers’ curriculum
3. Tag team

Time (more ideas than time to do)1. Collaborate with staff (whole) to accomplish tasks

Time for Groups1. Block it in your schedule on set days or day
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| Lack of Resources (budget; manuals; support strategies; school wide programs) | Comprehensive ProgrammingMeet with Other CounselorsMeet with administrators and explain program and ask what would be available as far as the budgetUse the internet for resources Make sure you are part of fundraisingWork with administration to ensure they understand what would be possible if there was fundingNeed current manuals for supportTime to investigate resourcesFitting RAMP into the school wide programTime to meet with other counselors to share and develop ideas |

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| Lack of access to EVAAS | Need to determine the best level of access and ensure all have this |

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| Lack of Administrators Understanding varied roles of school counselorsLack of feedback from administration | Utilize data to help inform administratorsEducate colleagues on purpose and vision of school counselingHelp administrators understand the appropriate role/duty of the counselor |

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| Lack of a mentor program for new counselors, those new to a role (level), or those new to Onslow Count | Ask who wants to be a mentorAssign mentors to new counselorsCreate activities/assignments for mentors/mentees to keep it meaningfulPotential compensation /funding for being a mentorSome counselors who were previously teachers have been mentor trained |

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| Being a Single-ton (the only counselor on my campus- hard to collaborate) | Establish a support system at least three lifelinesWho do you feel can give you:* Reliable, dependable information
* Honest, genuine advice

Set up time to meet with administration/others* See if administration is flexible
* Before or after school

RAMP Support Time* Utilize that time to work with your established group
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| Limited Space to pull groups | GymMedia CenterOutside when weather permitsClassrooms during planningConference RoomCafeteriaMay want to include space in budget part of annual agreement |

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| Keeping Track of Time | Printed Calendar- then input into technology form weeklyEach School Counselor has to figure out what works for themTry to have a framework even though it won’t always be kept |